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ABSTRACT

The RE-FOCUS Program at Ruskin High School in Kansas City, Missouri, helps at-risk students to redefine their efforts in social behavior and academic success. When inappropriate behavior occurs and the classroom teacher needs assistance, the student is taken out of his/her regular school environment and assigned in the RE-FOCUS room. The program, an alternative to out-of-school suspension and traditional in-school suspension, keeps the student in the home school, yet not involved in the school's social environment. Seven teachers, a different one each hour, supervise the RE-FOCUS room. Each hour and day, teachers give instruction to students on their social behavior, why they were assigned and how they can correct their behavior. The second part of the hour, the student works on academic subjects with the assistance of the supervising teacher. In addition, the student's regular teachers are encouraged to stop by the REFOCUS room to encourage the student. To help insure positive reinforcement for the student, negative statements are not used in the RE-FOCUS room. Academic success is promoted by teaching appropriate social skills through planned teaching, effective praise and social skills teaching techniques. Students can be assigned to RE-FOCUS for 1 to 7 hours or for a maximum of 10 days, but are encouraged to appeal their stay after the 3-day minimum. During the program, supervising teachers, regular teachers, and administrators are responsible for documenting the students' progress. (Attachments include an hourly study schedule, a point total sheet, a daily attendance form, a social skills curriculum, a disciplinary report, and RE-FOCUS assignment sheets.) (PRA)

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RUSKIN HIGH SCHOOL

(Kansas City, MO)

ED337830

Redefine Efforts:
Focus on Change Under Supervision

A Support Program
for
Students & Teachers

Developed
by
W.L. Elliott, Principal

CS507609

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RE-FOCUS PROGRAM

Redefine Efforts - Focus On Change Under Supervision

The RE-FOCUS Program was developed by W.L. Elliott, Principal, with input from Ann Heinzler, Behavior Disorder Teacher, of Ruskin High School during the second semester of the 1990-91 school year.

The program was developed to help the At-Risk student. The design of the RE-FOCUS Program is to help students redefine their efforts in social behavior and academic success. Students will be asked to focus on a change in behavior while under the supervision of staff. The program was needed to keep students in school plus allow students who needed assistance in behavior and/or academic support to work closely with the staff and administrators. When inappropriate behavior occurs and the classroom teacher needs assistance, the student will be taken out of their regular school environment and will be assigned in the RE-FOCUS room. There is a close relationship between student behavior and their academic success.

The RE-FOCUS Program is an alternative to the out-of-school suspension and the traditional in-school suspension. The RE-FOCUS Program services both the student's academic and social behavior and provides the opportunity for success. To accomplish a higher level of achievement in the RE-FOCUS Program, it becomes necessary to spend part of the time a student is assigned working on their social behavior and the other part of the time working on their academics.

Our primary focus is to make sure the student understand there is a problem with their behavior, it is not appropriate behavior and with the help of the staff supervisor a positive change can occur.

Seven teachers supervise the RE-FOCUS room; seven hours a day. Students can be assigned anywhere from one to ten days by an administrator. Each hour and day teachers give instruction to students on their social behavior, why they were assigned and how they can correct their behavior. This instruction will provide the necessary positive changes needed to assure the student that the negative behavior will not occur again. The second part of the hour, the student works on their academic subjects. The supervising teacher has the responsibility of assisting the student so completion or near completion of the hour assignments have been realized.

Seven different teachers each day provide the students with the expertise needed to help achieve success. Seven different teachers each day allows the student to view seven different personalities. This setting gives the student the same type of environment he or she would have during a regular school day. Having seen different staff members also allows the students to model after a personality most fitting as an appropriate way to conduct herself/himself. To help insure positive reinforcement for the student, negative statements are not used during the time the student is in the RE-FOCUS room. The student is constantly reminded that a change in their social behavior can help them become academically successful, raise their self-esteem and improve their chances of being socially acceptable when they move back into their regular school environment.

The main objective of the RE-FOCUS Program is to teach students appropriate social skills. This in turn will promote academic success. These skills will be presented to the students through the use of planned teaching, effective praise and complete social skills teaching techniques. The student will be able to receive this service in addition to completing current classroom work that will

be assigned by their regular classroom teachers. The students will be in the building but will report directly to the RE-FOCUS room at the beginning of the day. The students will be available for sessions with the administration, counseling and their regular classroom teachers. Teachers are invited and encouraged to come to the RE-FOCUS room and visit with their students plus assist with work/or counseling.

Students will eat lunch in an area removed from the regular student population and will not move with the rest of the students during the regular school day. The RE-FOCUS students will be able to ride their regular school bus to and from school, hear all announcements and receive instruction from the Ruskin staff, yet be removed from all school contact with their peers. Students in the RE-FOCUS Program will be subject to all consequences imposed on all students on suspension, on or off campus.

As we move through the school year we will refine and change to improve our program so students can continue to be successful. Information will be sent home by mail when students are assigned to RE-FOCUS. The administration will also attempt a phone call to the parents to discuss student assignment to RE-FOCUS. The supervising teacher along with the Assistant Principal will have the authority to let the assigned student leave RE-FOCUS and attend a class that an assignment cannot be done in the RE-FOCUS room, i.e., Computer class, Industrial Arts class, Writing Center and Media Center.

Students may be assigned one thru seven hours and as many as ten days maximum and three days minimum in the RE-FOCUS Program. Students are encouraged to appeal their stay after the minimum three has been served, to an administrator to leave RE-FOCUS and return to their regular classroom. This is done only after

the student demonstrates he or she has learned the appropriate behavior. We recommend that those students wishing to appeal for early out contact the supervising staff member for coaching.

Each supervising teacher will be responsible for instruction in social behavior (appropriate behavior). Instruction will be centered on the skill that was inappropriately used by the student. The supervising teacher will also give assistance to the student during their academic assignment time while they are in the RE-FOCUS room. The student will work on the classes he or she has each hour during their regular schedule. RE-FOCUS can also serve those students who have academic problems and not had inappropriate behavior problems. We have peer tutors who have the expertise to assist the students with their academics. Ruskin High School developed a partnership with Longview College and they have been instrumental in training our students and helping them develop the expertise to be excellent peer tutors. This also will serve as a modeling experience for those students who have been assigned to RE-FOCUS.

The Supervising Teachers will be responsible for documentation: Completion of an Hourly Study Sheet Schedule (Attachment A), a Point Total Sheet (Attachment B) and a Daily Attendance Form (Attachment C). The Point Total Sheet contains five areas:

1. On Time
2. Supplies/Prepared
3. Study Schedule
4. Behavior Work on Social Skills
5. Academic Behavior

Forms to be completed by the Administrator: Social Skills Curriculum (Attachment D), RE-FOCUS Assignment Sheet (Attachment E), Ruskin Disciplinary Report (Attachment F).

Forms to be completed by student's teachers: Class Assignment Sheet (Attachment G). All academic work completed by student is returned to the student's classroom teachers at the end of each day or as soon as student reaches completion.

Ruskin High School's RE-FOCUS Program (Redefine Efforts - Focus On Change Under Supervision) has been effective in changing student behavior. It keeps the student in his home school, yet not involved in the student's school social environment. The Ruskin High School RE-FOCUS Program provides the student the opportunity to have a chance of seven different attitudes to choose from. The RE-FOCUS Program provides the student with a close likeness of their school environment that the student has been removed from; giving the student the opportunity for a smooth transition back into his/her social and academic setting.

The RE-FOCUS Program allows staff to positively attempt to change a student's inappropriate social behavior. The RE-FOCUS Program does not penalize the parents in having to provide transportation or offer an excuse for the student not to attend. Each school has its own culture and each RE-FOCUS Program will be different. Change in appropriate behavior and having a positive experience in academic success is the wanted outcome.

ATTACHMENT (A)

HOURLY STUDY SCHEDULE

NAME _____

DATE _____

HOUR _____

SOCIAL SKILL _____

DESCRIBE INTERACTION: _____

SUBJECT(S): _____

ASSIGNMENT(S): _____

_____

DESCRIBE WHAT YOU ARE SUPPOSED TO DO: _____

_____

_____

_____

DO YOU NEED TEACHER ASSISTANCE OR JUST TIME TO COMPLETE THE ASSIGNMENT: _____

_____

HAVE YOU BROUGHT THE PROPER MATERIAL TO CLASS TO WORK ON THIS ASSIGNMENT: _____

_____

ANY SPECIAL DIFFICULTY WITH THIS ASSIGNMENT: _____

_____

ARE THERE ANY LONG - RANGE ASSIGNMENTS YOU SHOULD CURRENTLY BE WORKING ON: _____

_____

LIST THE BOOKS OR OTHER MATERIALS YOU NEED FOR TOMORROW IN THIS HOUR.

_____

_____

HAVE YOU COMPLETED THE TUTORIAL ASSIGNMENT FOR THE DAY: _____

STUDENT SIGNED: _____

INSTRUCTOR SIGNED: _____

INSTRUCTOR COMMENTS: _____

_____

_____

_____

ATTACHMENT (B)

Hour _____
Date _____
Teacher _____
Students

		On Time 2/2	Brought Supplies/Prepared 4/4	Hourly Study Schedule 4/4	Social Behavior Including Work On Social Skill 5/5	Academic Behavior 5/5	Bonus	Total
	Points Earned							
	Comments							
	Points Earned							
	Comments							
	Points Earned							
	Comments							
	Points Earned							
	Comments							
	Points Earned							
	Comments							
	Points Earned							
	Comments							
		9						10

ATTACHMENT (C)

RE-FOCUS DAILY ATTENDANCE

Name of Student	Dates To Serve	Reason

ATTACHMENT (D)

RE-FOCUS

SOCIAL SKILLS CURRICULUM

Name _____

Grade _____

Dates to Serve _____

Date _____

Joyce Briggs _____

Debra Nelson _____

Doug Taylor _____

W.L. Elliott _____

_____ 1. HOW TO FOLLOW INSTRUCTIONS.

_____ 2. HOW TO ACCEPT CRITICISM OR A CONSEQUENCE.

_____ 3. HOW TO ACCEPT "NO" FOR AN ANSWER.

_____ 4. HOW TO GREET SOMEONE.

_____ 5. HOW TO GET THE TEACHER'S ATTENTION (ASKING PEMISSION)

_____ 6. HOW TO MAKE A REQUEST.

_____ 7. HOW TO DISAGREE APPROPRIATELY.

_____ 8. HOW TO GIVE NEGATIVE FEEDBACK.

_____ 9. HOW TO RESIST PEER PRESSURE (OR SAY "NO").

_____ 10. HOW TO APOLOGIZE.

_____ 11. HOW TO ENGAGE IN A CONVERSATION.

_____ 12. HOW TO GIVE A COMPLIMENT.

_____ 13. HOW TO ACCEPT A COMPLIMENT.

_____ 14. HOW TO VOLUNTEER.

_____ 15. HOW TO REPORT PEER BEHAVIOR.

_____ 16. HOW TO INTRODUCE YOURSELF.

RUSKIN HIGH SCHOOL
RE-FOCUS ASSIGNMENTS

ATTACHMENT (E)

	Name of Student	Reason for RE-FOCUS	Phone #	Date Assigne

ATTACHMENT (F)

HICKMAN MILLS –
Consolidated School District No. 1

Date: _____

RUSKIN HIGH SCHOOL
DISCIPLINARY REPORT

	Student's Name	
	Grade____ Sex ____	Race: (circle one) White Black Amer. Indian Hispanic Asian
	Date of Incident:	Teacher:
Parents' Name and Address		

NOTICE TO PARENTS: The purpose of this report is to inform you of a disciplinary incident involving your student. If you have questions regarding this report, please contact the administrator listed below.

DISCIPLINARY INCIDENT:

- ☐ Truancy _____ Times
- ☐ Excessive Tardiness _____ Times
- ☐ Smoking
- ☐ Destructive to School Property
- ☐ Out of class without permission
- ☐ Lack of class materials
- ☐ Use of profanity
- ☐ Rude, discourteous
- ☐ Fighting
- ☐ Other _____
- ☐ Insubordination
- ☐ Excessive Talking
- ☐ Out of building without permission
- ☐ Not serving detention

ACTION TAKEN PRIOR TO THIS REFERRAL:

- ☐ Held conference with student
- ☐ Consulted Counselor
- ☐ Telephoned Parents
- ☐ Previous Detention
- ☐ ~~In-School Suspension~~ RE-FOCUS served _____ times.
- ☐ Out of School Suspension served _____ times.
- ☐ Held conference with parent
- ☐ Friday evening detention served _____ times.
- ☐ _____

PRESENT CORRECTIVE ACTION and RECOMMENDATION(S):

Elem	JHS	SHS	
		☐	Assigned Friday evening detention on _____ from 5 p.m. - 9 p.m. If student fails to attend on this date, he/she will be suspended for three school days.
☐	☐	☐	Student suspended _____ days. May return on _____.
☐	☐	☐	Student will serve detention on _____.
	☐	☐	Student will serve ~~In-School Suspension~~ RE-FOCUS _____.
☐	☐		Corporal Punishment administered by: _____
			Witnessed by: _____
☐	☐	☐	Other: _____

_____
Administrator

_____
Title

- ☐ Parent Copy
- ☐ Permanent Record
- ☐ Administration Center
- ☐ Counselor/Teacher/Principal

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RE-FOCUS

ROOM _____

HOUR _____

RE-FOCUS ASSIGNMENTS FOR _____

TEACHER _____ SUBJECT _____

DATES FROM _____ THROUGH _____

TEACHER: Please complete the RE-FOCUS assignments for your student and return to the office as soon as possible. Please attach any work sheets or other information. Please give alternative assignment if regular assignment is not applicable and return to the office.

Thank you.

Day 1

_____

Day 2

_____

Day 3

_____

Day 4

_____

Day 5

_____

Additional Long-Range Assignment if applicable: